



A REPORT ON PUBLIC ADMINISTRATION AS AN
ACADEMIC DISCIPLINE: TRENDS AND CHANGES IN THE
COCOPS ACADEMIC SURVEY OF EUROPEAN PUBLIC
ADMINISTRATION SCHOLARS

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About COCOPS

The COCOPS project (Coordinating for Cohesion in the Public Sector of the Future) seeks to comparatively and quantitatively assess the impact of New Public Management-style reforms in European countries, drawing on a team of European public administration scholars from 11 universities in 10 countries. It will analyse the impact of reforms in public management and public services that address citizens' service needs and social cohesion in Europe. Evaluating the extent and consequences of NPM's alleged fragmenting tendencies and the resulting need for coordination is a key part of assessing these impacts. It is funded under the European Union's 7th Framework Programme as a Small or Medium-Scale Focused Research Project (2011-2014).

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PUBLIC ADMINISTRATION AS AN ACADEMIC DISCIPLINE: TRENDS AND CHANGES IN THE COCOPS ACADEMIC SURVEY

Abstract

This report summarises the finding from the COCOPS academic survey, a survey of public administration academics in European countries fielded in 2013. Respondents were asked to reflect on the state of the discipline and general trends within the discipline and in practice. This includes topics such as academic publishing and the reputation of journals, disciplinary affiliations, time use, research funding and emerging research topics. The paper first outlines the steps in designing and implementing the survey, along with response rates and general demographic information of respondents, including job titles, birthdates, gender, education and country of employment. Then, discussion turns to an examination of how public administration scholars rate different academic journals. Finally, the report then looks at changes in the discipline, including general trends, the relation of public administration to other academic disciplines, sources of research funding and allocation of work time, along with common themes and topics addressed in the discipline.

Keywords: public sector reform; public administration; journal rankings;

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Objectives of Work Package 8 and this report

The main goal of Work Package 8, the final work package of the COCOPS project, is to examine the future of public administration by assessing key trends in the recent past, present and future in the area and to develop scenarios outlining the potential direction, options and impact of change in public administration in the upcoming years. As part of this, a survey of academic experts in the field was conducted to explore their opinions and perceptions about leading journals in the field, the discipline as a whole and the state of reform and key trends in public administration. This forms a core part of the work package's aim to assess trends in public administration, and along with a survey of public executives also conducted as part of the COCOPS project (Work Package 3), Eurobarometer data on citizen perceptions of public administration and interviews with consultants and trade union representatives in the field, provides a thorough and wide-sweeping examination of public sector trends from different perspectives and the impact this might have on the future of public administration.

Fieldwork and method

The academic survey targeted senior academics in Europe¹ in an effort to understand perceptions of the state of the art in the discipline, as well as academic views on the state of public administration in Europe. The survey contained 27 questions focusing mainly on perceptions of public administration journals, the state of the discipline and identification of key trends and perceptions of public administration reform trends in practice.

Main Steps in Survey Implementation

Work on the survey was begun in February 2013 and extended through to July 2013, after which work began on coding and analysing the results. There were several steps to the process:

- February – March 2013 – Survey Preparation
 - Drafting of the questionnaire
 - Collection of respondent addresses
- 11 April 2013 – Pilot Survey
 - Survey sent out to COCOPS junior team for completion and comments
- 11-17 April 2013 – Revision of survey based on pilot comments
- 18 April 2013 – Online questionnaire sent out to respondents
- 25 April 2013 – First reminder sent out to non-respondents
- 06 May 2013 – Final reminder sent out to non-respondents
- 05 June 2013 – Postal versions of surveys sent to non-respondents
- 04 July 2013 – Beginning of coding for online responses

¹ Defined as members of the European Union, EU candidate and potential candidate countries, plus Norway and Switzerland.

Drafting the Survey

The survey was drafted by a core team at Erasmus University Rotterdam. Survey questions were developed to address three main issues of interest:

1. Key journals in the field of public administration and the relative quality of these publications;
2. The state of the academic discipline, including work balance, connections to other disciplines, sources of funding and key trends in the discipline;
3. The state of public administration in the country in which the respondents work.

The survey drew on several sources in drafting the questions. First, the survey aimed to complement work previously done on the COCOPS project looking at the perceptions of public executives regarding public sector reform in Europe. Therefore, some questions from that survey were replicated in this survey, in order to provide some comparison between academics and practitioners. These findings will be covered in another report. Second, some questions were replicated from other surveys addressing similar topics. McLean, Blais, Garand and Giles (2009) conducted a survey of American, British and Canadian political scientists on their perceptions about the quality of political science journals. Those questions were used in this survey as well, replacing those political science journals with key public administration journals. The journals in question 7 were chosen based on two factors. First, journals were ranked according to ISI/JCR impact factors for public administration, which produced a ranked list of the top 30 potential journals. Then, the core team, along with input from other public administration colleagues, narrowed that list to what they perceived to be the core general-interest public administration journals, removing specialist titles or journals with irrelevant regional scopes. The focus was on journals with a significant European component (both in research and researchers), journals that catered to a broad public administration interest but also encompassed all key sub-fields, and journals that are widely read. These selections aimed to **only** cover broadly focused journals while avoiding specialist subjects or sub-disciplines, but care was also taken to make sure that the journal list represented all facets of public administration. The team was left with a list of 22 journals for respondents to rank, as well as three open spaces where respondents could add their own choices. On both digital and postal versions of the survey, the order of the journals was randomised in order to avoid respondent bias.

Questions

The questions can be grouped in several categories, from several sources.²

² See Appendix 1 for a copy of the survey.

Table 1: Overview of questions

<i>Questions</i>	<i>Purpose</i>	<i>Source</i>
1-4	Filtering Questions to attempt to more accurately identify population	Core team
5-7	Journal Rankings	McLean, I., Blais, A., Garand, J. and Giles, M. (2009). "Comparative Journal Ratings: A Survey Report," <i>Political Studies</i> 7(1): 18-38.
8-9	Key trends of the discipline to identify direction for future scenarios	Core team
10	Conference attendance	Core team/organisational assistance
11-16	Questions on funding, interdisciplinarity, work time, department composition, employment and research in the public administration discipline	Core team
17	Trends on the academic nature of public administration	Core team
18-20	Trends in the public sector	Drawn from COCOPS WP3 Survey of Public Executives
21-26	Demographic questions	Core team/general survey methodology
27	Academic network analysis question	Core Team

Respondents were not obliged to answer most questions. The only obligatory questions were (a) the filtering questions; and (b) the question about the nature of the discipline (question 17). The questions were carefully ordered to minimise any respondent bias and maximise the number of responses. Filtering questions were asked first in order to quickly remove those who did not belong to the target population. The open-ended questions about which journals academics regularly read or try to publish in were asked before the question about ranking specific journals. This was done in order not to bias respondents. Asking the open-ended question first ensured that respondents picked journals they felt were most important, rather than being influenced by the choices of the survey team. Similarly, open-ended questions about key themes in the discipline were asked before respondents were asked about specific thematic concerns. As some of the demographic questions may have been deemed sensitive by respondents (e.g. date of birth), they were asked at the end of the survey in order to avoid early dropout of respondents. While demographic information is of course important for this survey, it is not the focus and as such the decision to ask these questions at the end did not negatively affect the survey. Finally, the question about networks and collaboration was asked at the very end. Again, this was done as it might have been perceived to be a sensitive topic or one that could affect the

anonymity of the results. Respondents were not obliged to answer this question. In addition, steps were taken to anonymise the networks question at the data analysis stage (see below). Findings of the network analysis will be included in another report.

Selection of Respondents

The survey population was drawn from presenter lists for major European conferences. Participant lists for the past three years were used for the general conferences of the European Group for Public Administration, the International Political Science Association's Structure and Organisation of Government group, the International Research Society for Public Management, the Public Management Research Association and the Network of Institutes and Schools of Public Administration in Central and Eastern Europe. This ensured that conferences for top academics in all areas of Europe were targeted. From these larger lists, the population was narrowed to focus only on more senior-level academics. PhD students were also eliminated, as attendance of PhD students at conferences (the source of our population) is highly dependent and variable between countries and universities. As such, these groups were dropped from the list:

- Practitioners
- PhD students and junior researchers
- Academics employed in non-European countries
- Administrative staff
- Other non-academic groups

For the purposes of this survey, 'Europe' was defined as the 28 Member States of the European Union, plus Switzerland, Norway and EU candidate and potential candidate countries.

Table 2: Countries included in the survey

<i>EU Countries</i>	<i>Non-EU and EU Candidate and Potential Candidate Countries</i>
Austria	Albania
Belgium	Bosnia and Herzegovina
Bulgaria	The former Yugoslav Republic of Macedonia
Croatia	Iceland
Cyprus	Kosovo
Czech Republic	Montenegro
Denmark	Norway
Estonia	Serbia
Finland	Switzerland
France	Turkey
Germany	
Greece	
Hungary	
Ireland	
Italy	

Latvia	
Lithuania	
Luxembourg	
Malta	
Netherlands	
Poland	
Portugal	
Romania	
Slovakia	
Slovenia	
Spain	
Sweden	
United Kingdom	

After removing duplicates and those not in the target population, a list of 1237 names was developed. For 31 persons, no recent address information could be found. A total of 1206 e-mails were sent, although a further 8 were duplicates, reducing the originally-identified population to 1198.

The population was further refined using the survey itself. Three filtering questions were used to ensure that only more senior academics were surveyed:

1. Are you associated with an institute of higher education?
2. Which rank or job title comes closest to the position you currently hold?
3. Do you have a PhD, doctorate or equivalent?

If respondents answered no to the first question, they were excluded from the population. If they answered that they were a PhD student or junior researcher to the second question, they were also excluded. While nobody was excluded based on the third question (as there are some highly ranked academics who may not have PhDs), this was used in combination with the first two questions to ensure that respondents were members of the academic community.

Procedure for sending the surveys

Survey invitations were sent on 18 April 2013 by e-mail to 1206 respondents, although 8 were later dropped as duplicate e-mail addresses. After the initial invitation, two further reminder e-mails were sent out to respondents on 25 April and 6 May. The survey was adapted for online presentation and administered by RISBO, a research group affiliated with Erasmus University Rotterdam, in consultation with the core team. Respondents were not required to complete the entire survey, but could return to it at any time throughout the process.

After that, a postal round was initiated in order to try to improve response rates. Postal versions of the survey were sent to people who had either (a) not responded to the survey at all, or (b) those who had started the survey but had not moved beyond question 7 (journal rankings question, page 4 of the online survey). Again, this resulted in a narrowing of the population, as

more practitioners were excluded from the sample once postal addresses were collected. A total of 525 postal versions of the survey were sent out after 76 more respondents were excluded as practitioners.

After collecting postal responses, the decision was made to exclude them from the final dataset. A very large number of addresses were outdated, and as the postal round was conducted during the summer months, only 12 useful responses to the postal version were received. For reasons of consistency and the low value of adding the postal versions, it was decided to just use the results from the online survey in our data analysis.

Response and non-response

After data was collected, the list was manually checked and a further 134 persons were removed from the list, because the available information in the participant lists suggested they were practitioners rather than academics. Three further persons were removed because they responded that although they had attended a conference, they did not consider themselves to belong to the PA discipline. This brings the total number of eligible respondents to 1061.

Because scholars frequently move institutions, and because the sampling frame also contained PhD students, quite a few email addresses bounced because the person had moved or was otherwise unavailable at the given e-mail address. This further reduced the sampling frame to 804 persons.

However, the participant lists did not allow us to establish whether the remaining frame of 804 persons were faculty or PhD students. As a result, we calculated three different response rates, based on different sets of assumptions about the population. It is of course possible that PhD students are more eager to visit a survey than faculty, but we assumed in our calculations that probabilities are the same.

Table 3: Response and non-response

Explanation	Number	Total Number	Percentage
Total number of names	1237		
No contact information	31	(1206)	
Duplicate addresses	8	(1198)	
Practitioner	134	(1064)	
Informed us that person is not part of PA field	3	(1061)	
Total Non-eligible	176	(1061)	
Bounced email	257	(804)	
		804	
Persons who started the survey	484		60.2%
Persons not eligible after eligibility check (not associated with institution of higher education)	33		4.1%

Persons not eligible after eligibility check (PhD student or junior researcher)	100	12.4%
Persons who did not go to the survey or refused	320	39.8%
Estimated number of persons not eligible in this group (not associated with institution of higher education)	13.1	4.1%
Estimated number of persons not eligible in this group (PhD student or junior researcher)	39.7	12.4%
Empty responses	11	
Total useful responses	299	
Response rate 1 – based on total sampling frame(804)(299/804)		37.2%
Response rate 2 – based on total sampling frame, corrected for additional 33 non-eligible respondents (299/771)		38.8%
Response rate 2 – based on assumption that non-responders have same distribution of non-eligibility than responders (804-33-100-13.1-39.7 = 618.2)(299/618.2)		48.4%
Response rate 3, when persons with bounced emails are included (299/1061)		28.2%

As there was relatively little demographic information about the population prior to the survey, it is difficult to establish whether the results are representative. However, country affiliation is available for all persons in the dataset. An analysis of response and non-response by country shows that it is fairly well distributed and reflects the regional realities of the discipline in Europe.

Table 4: response and non-response by country

	<i>Non-eligible, non-response, incomplete</i>	<i>Response</i>	<i>N</i>
Austria	100.0%	0.0 %	7
Belgium	78.0%	22.0%	50
Bulgaria	100.0%	0.0 %	2
Croatia	33.3%	66.7%	3
Cyprus	100.0%	0.0 %	2
Czech Republic	83.3%	16.7%	6
Denmark	43.9%	56.1%	41
Estonia	66.7%	33.3%	15
Finland	78.1%	21.9%	32
France	78.2%	21.8%	55
Germany	56.4%	43.6%	55
Greece	66.7%	33.3%	3
Hungary	0.0 %	100.0%	6
Italy	40.9%	59.1%	44
Lithuania	62.5%	37.5%	8
Luxembourg	100.0%	0.0 %	2
Macedonia	100.0%	0.0 %	1
Netherlands	54.8%	45.2%	126

Norway	52.1%	47.9%	48
Poland	16.7%	83.3%	6
Portugal	71.4%	28.6%	7
Romania	79.3%	20.7%	58
Serbia	100.0%	0.0 %	1
Slovakia	0.0 %	100.0%	1
Slovenia	20.0%	80.0%	5
Spain	42.9%	57.1%	21
Sweden	56.5%	43.5%	23
Switzerland	68.4%	31.6%	38
Turkey	25.0%	75.0%	8
United Kingdom	64.9%	35.1%	97
Total	61.2%	38.8%	771

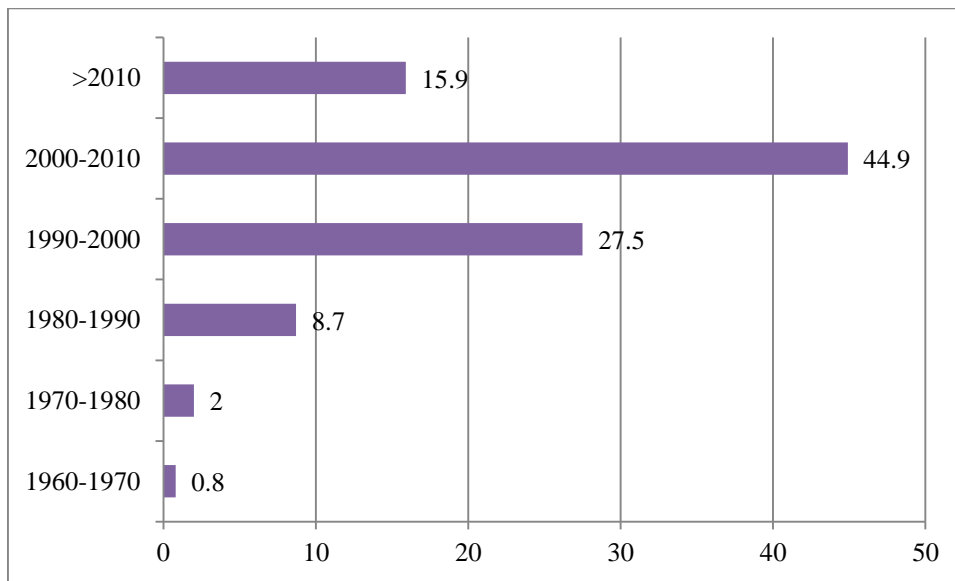
Data preparation

Online versions of the survey were sent out with an 11 point scale by mistake regarding journal quality. All online survey results on journal questions were collected with a value range from 1-11. These were then recoded as x-1 to match with the ten-point scheme and improve data analysis. Finally, 0s were transformed into 1s to collapse the two rankings into one. This had negligible impact on the rankings, as very few respondents chose a 0 ranking for any journals. Actor networks (not included in this report) were anonymised before analysis. Individual names were recoded as individual nodes in the network denoting only country and university.

Demographic profile of the respondents

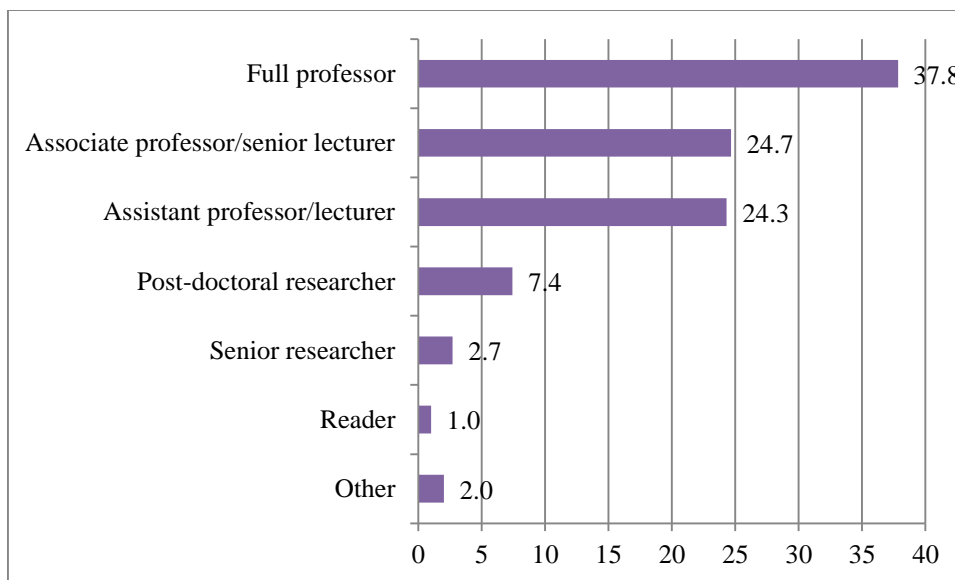
All the respondents to the survey were associated with an institute of higher education. 94 percent of the respondents had a PhD, doctorate or equivalent. A large proportion (60.8%) received their PhD since 2000.

Figure 1: Year of (first) PhD (%) (N=240).



Full professors made up the largest category of respondents. As this survey was aimed at senior-level academics, this distribution can be seen as positive.

Figure 2: Job title of respondents (%) (N=296).

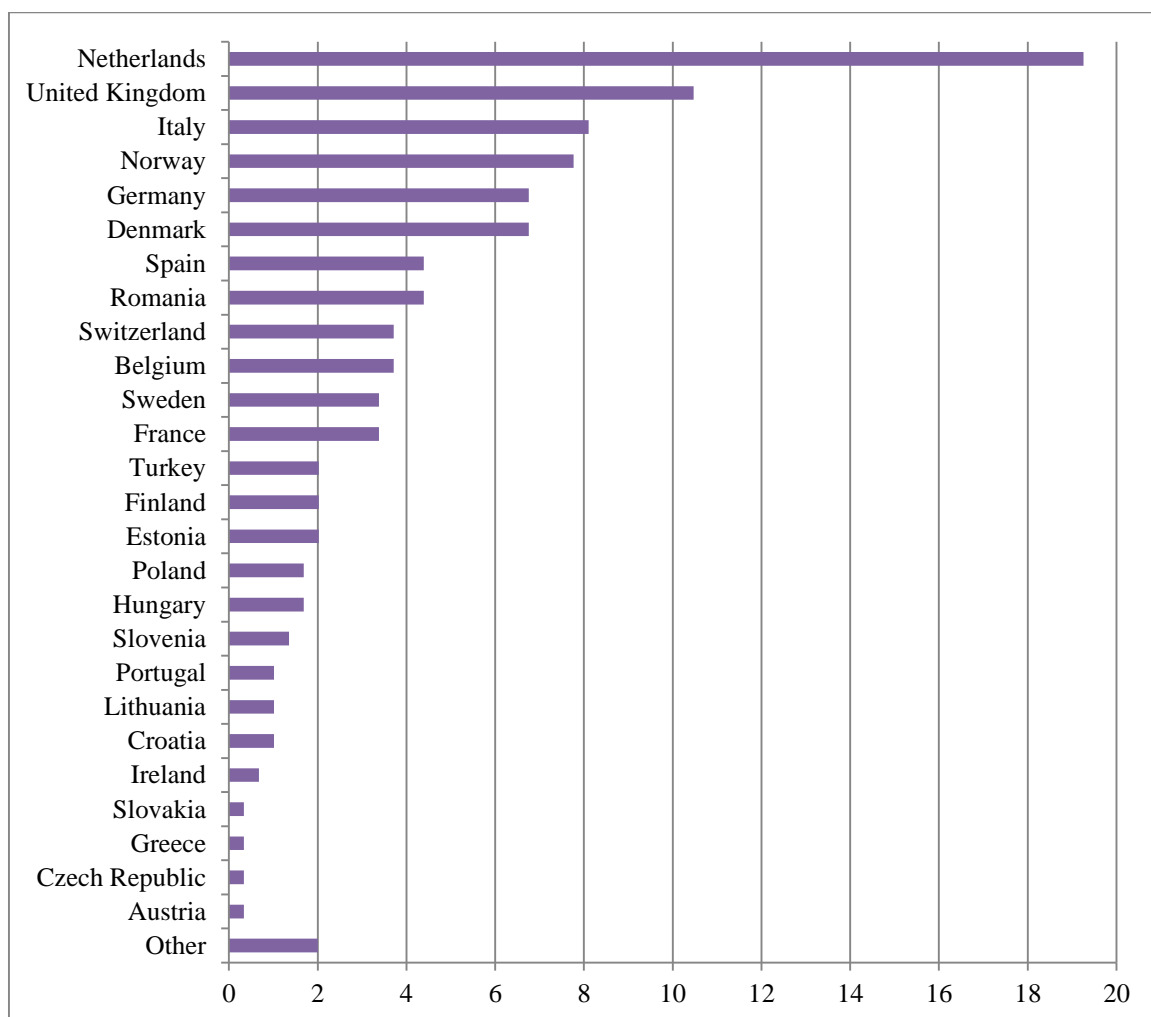


The specifications in the category 'Other' were in most cases a specification of the categories listed in the question above (e.g. emeritus full professor (two times) or extraordinary full professor). In addition, there were a few respondents who describe their job title only generally, as a researcher. Lastly, there was one PhD-student and one adjunct faculty member. Most of the

respondents who specified the category ‘Other’ didn’t further specify a job title. The responses can thus be seen as a further specification of the categories listed in the question.

The highest number of respondents came from the Netherlands. However, the results are not skewed as the largest number of surveys was also sent to Dutch academics, and response rates in the country are in line with other countries. Unsurprisingly, other large countries had higher response rates than smaller countries, or those with less of a presence in public administration.

Figure 3: Country (%) (N=296).



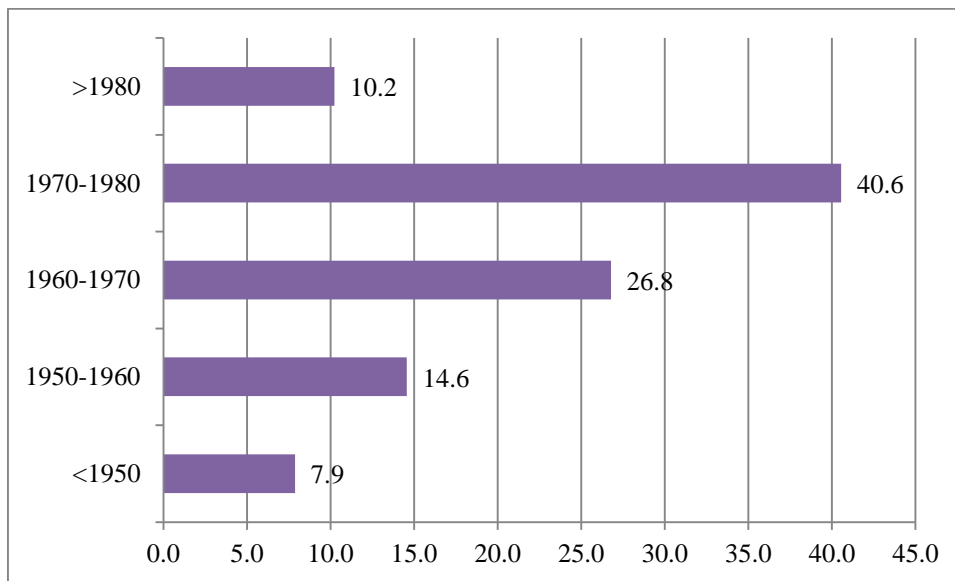
In terms of gender, responses were heavily skewed towards male respondents. However, without demographic data on non-respondents it is difficult to estimate the representativeness of this result.

Table 5: Gender (N=256).

	<i>Frequency</i>	<i>Percent</i>
Female	84	32.8
Male	172	67.2

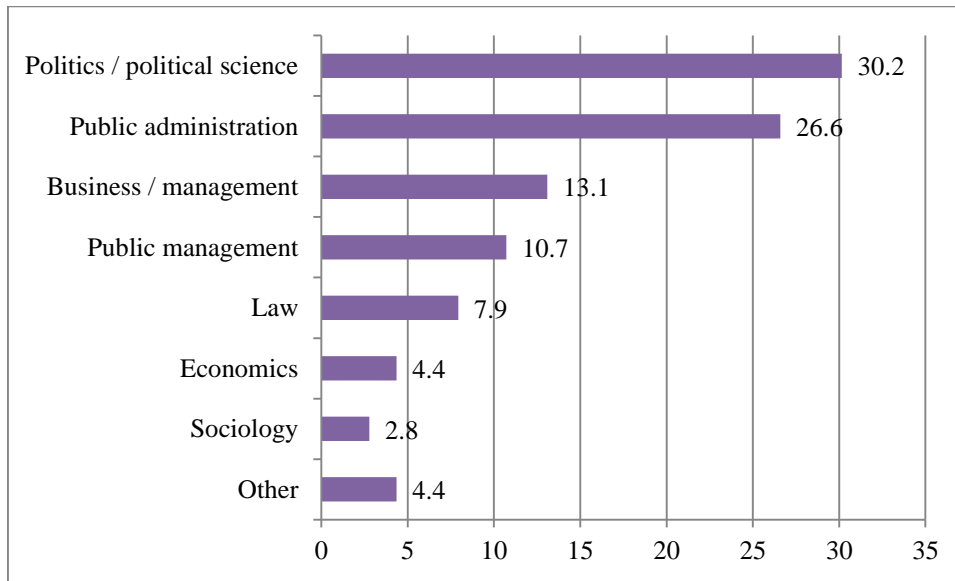
Respondents also skewed somewhat young, with over half of the respondents born after 1970.

Figure 4: Year of birth (%) (N=238).



In terms of education, politics/political science and public administration degrees were the most common highest degree for respondents, with a slightly larger number of politics degrees.

Figure 5: In what field did you receive your highest degree? (%) (N=252).



The category 'Other' was specified multiple times with (human) geography. Other fields included history, philosophy and physics. One respondent indicated that he received his degree in a trans-disciplinary field.

How do Public Administration scholars rate journals?

Part of the survey looked at how respondents evaluate the quality of scholarly journals in the field. The analysis consisted of three main parts. We asked where respondents would send their strong papers (open question), which journals they read (open question) and how they would evaluate a number of specific journals (closed question).

Where would Public Administration scholars in Europe submit a good paper?

The first question we asked was: *‘Assume that you have just completed what you would consider to be a very strong paper on a topic in your area of expertise. Indicate the top five journals where you would consider submitting such a manuscript, in order of preference’*. This was an open-ended question where respondents could choose any academic journal they wanted.

The tables below (Table 6 to Table 10) summarise the top five journals that were mentioned. Table 11 provides a top 10 list across all tables.

Table 6: Where would you submit a good paper – first preference (N=275).

<i>Journal</i>	<i>Frequency</i>	<i>Percent</i>
Journal of Public Administration Research and Theory	78	28,4%
Public Administration	39	14,2%
Governance	29	10,5%
Public Administration Review	28	10,2%
International Review of Administrative Sciences	14	5,1%

Table 7: Where would you submit a good paper – second preference (N=270).

<i>Journal</i>	<i>Frequency</i>	<i>Percent</i>
Public Administration	56	20,7%
Public Administration Review	34	12,6%
Governance	26	9,6%
Journal of Public Administration Research and Theory	24	8,9%
International Review of Administrative Sciences	16	5,9%

Table 8: Where would you submit a good paper – third preference (N=264).

<i>Journal</i>	<i>Frequency</i>	<i>Percent</i>
Public Administration	39	14,8%
Public Administration Review	36	13,6%
Governance	24	9,1%
Public Management Review	21	8,0%
International Review of Administrative Sciences	13	4,9%

Table 9: Where would you submit a good paper – fourth preference (N=254).

<i>Journal</i>	<i>Frequency</i>	<i>Percent</i>
Public Administration	27	10,6%
Public Administration Review	22	8,7%
International Review of Administrative Sciences	17	6,7%
Public Management Review	17	6,7%
Journal of Public Administration Research and Theory	15	5,9%

Table 10: Where would you submit a good paper – fifth preference (N=225).

<i>Journal</i>	<i>Frequency</i>	<i>Percent</i>
Public Administration Review	21	9,3%
Public Management Review	19	8,4%
International Review of Administrative Sciences	17	7,6%
Public Administration	12	5,3%
Administration and Society	10	4,4%

The tables are very consistent in terms of the journals mentioned. Table 11 summarises the findings across the lists. This summary table – which does not take order of preference into account - clearly shows a group of journals that are considered top journals: PA, PAR, JPART, Governance, PMR and IRAS. All other journals are mentioned less frequently. Not surprisingly, specialist journals feature lower in the table than more generalist journals that appeal to the entire discipline.

Table 11: Where would you submit a good paper – summary table

<i>Journal</i>	<i>Frequency</i>	<i>Percent</i>
Public Administration	173	13.4%
Public Administration Review	141	10.9%
Journal of Public Administration Research and Theory	137	10.6%
Governance	101	7.8%
Public Management Review	80	6.2%
International Review of Administrative Sciences	77	6.0%
Administration and Society	31	2.4%
Journal of European Public Policy	29	2.3%
International Public Management Journal	26	2.0%
Local Government Studies	26	2.0%
Total	1288	100%

Which journals do Public Administration scholars in Europe read?

Secondly, we asked respondents ‘Which journals do you read regularly or otherwise rely on for the best research in your area of expertise?’ Again, they could name five journals, in order of preference.

Table 12: Which journals do you read – first preference (N=266).

<i>Journal</i>	<i>Frequency</i>	<i>Percent</i>
Public Administration	46	17,3%
Journal of Public Administration Research and Theory	34	12,8%
Public Administration Review	27	10,2%
Governance	21	7,9%
Public Management Review	21	7,9%

Table 13: Which journals do you read – second preference (N=255).

<i>Journal</i>	<i>Frequency</i>	<i>Percent</i>
Public Administration	34	13,3%
Governance	27	10,6%
Public Administration Review	27	10,6%
Public Management Review	26	10,2%
Journal of Public Administration Research and Theory	22	8,6%

Table 14: Which journals do you read – third preference (N=249).

<i>Journal</i>	<i>Frequency</i>	<i>Percent</i>
Public Administration	33	13,3%
Public Administration Review	30	12,0%
Journal of Public Administration Research and Theory	20	8,0%
Public Management Review	16	6,4%
Governance	15	6,0%

Table 15: Which journals do you read – fourth preference (N=205).

<i>Journal</i>	<i>Frequency</i>	<i>Percent</i>
Journal of Public Administration Research and Theory	20	9,8%
Governance	18	8,8%
Public Management Review	16	7,8%
Public Administration Review	14	6,8%
International Review of Administrative Sciences	13	6,3%

Table 16: Which journals do you read – fifth preference (N=180).

<i>Journal</i>	<i>Frequency</i>	<i>Percent</i>
Public Administration Review	18	10,0%
International Review of Administrative Sciences	14	7,8%
Journal of Public Administration Research and Theory	13	7,2%

Public Administration	13	7,2%
Public Management Review	11	6,1%

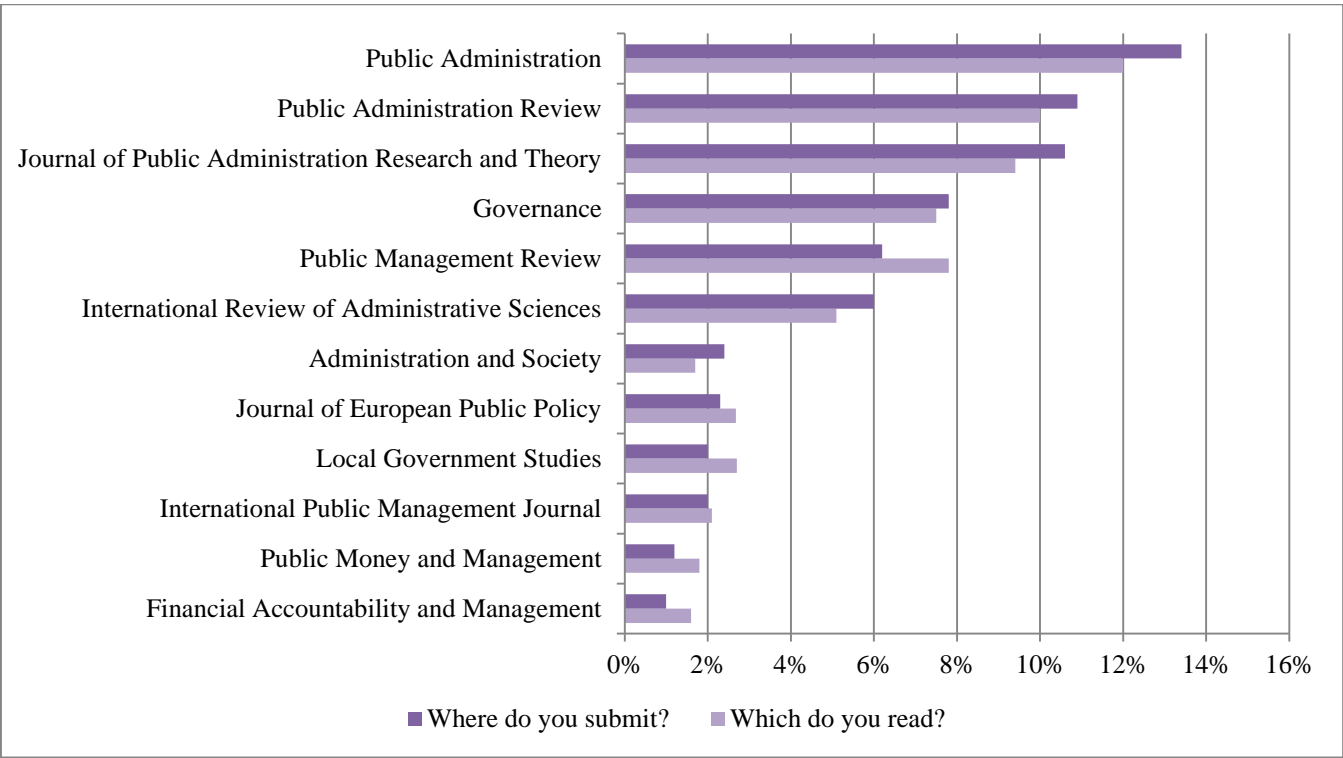
The preceding numbers show that Public Administration is at the top of the first three tables as a consistently-read journal. The table below summarises findings across this question, showing the top 10 most-read journals overall (unranked). The overall picture is very similar to the one presented in the previous section.

Table 17: Which journals do you read – summary

<i>Journal</i>	<i>Frequency</i>	<i>Percent</i>
Public Administration	139	12,0%
Public Administration Review	116	10,0%
Journal of Public Administration Research and Theory	109	9,4%
Public Management Review	90	7,8%
Governance	87	7,5%
International Review of Administrative Sciences	59	5,1%
Local Government Studies	31	2,7%
International Public Management Journal	24	2,1%
Public Money and Management	21	1,8%
Financial Accountability and Management	18	1,6%
Total	1155	100%

Figure 6 shows a comparison between the questions about preferred journals for submitting a paper and journals that are read. In general, the overall rank ordering of journals to read and journals to submit are similar, although Public Management Review is somewhat more popular as a journal to read than as a journal to submit papers to. In contrast, more people are likely to submit to PAR, PA or JPART than they are to read it.

Figure 6: Where do you want to submit a paper vs. which journals do you read



How do Public Administration Scholars assess journal quality?

After the open-ended question, respondents were shown a list of journals and were asked to assess their quality: ‘*The following list includes some of the journals in which public administration scholars publish. Please assess each journal in terms of the general quality of the articles it publishes*’. In addition, respondents were asked to indicate whether they have published in a journal. The list of journals was compiled based on an amalgam of several criteria: SSCI rankings, qualitative assessment of relevance in European public administration, breadth of subject matter within public administration and consultation with scholars within the field.

The graph below gives the average rating for each journal with the standard error. The rating was from 1 to 10, with 1 being the lowest value and 10 the highest. It does not include answers from respondents who indicated they are not familiar with the journal.

Figure 7: Quality rating of Public Administration journals (N=293).



Again, a coherent picture emerges when compared to the previous sections, and when compared to other indicators of journal quality. JPART, PA, Governance and PAR emerge as the best-rated journals, followed by the more specialised JEPP. PMM, PAD and RoPPA are found near the bottom of the list. Obviously, this list is incomplete, and further analysis is needed to look into inter-group differences in how journals are evaluated.

The table below also indicates how many respondents published in each journal.

Table 18: Number of respondents who have published in a journal (N=293).

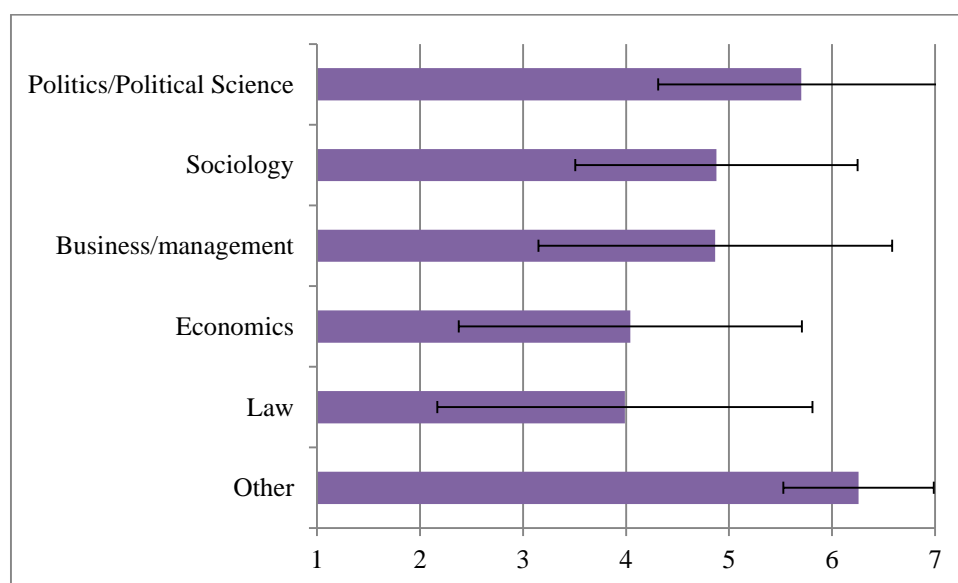
<i>Journal</i>	<i>Published</i>	<i>Not Published</i>	<i>Percent</i>
Journal of Public Administration Research and Theory	22	271	7.51%
Public Administration	62	231	21.16%
Policy Sciences	2	291	0.68%
Governance	23	270	7.85%
Journal of European Public Policy	19	274	6.48%
Public Administration Review	27	266	9.22%
Journal of Policy Analysis and Management	3	290	1.02%
American Review of Public Administration	9	284	3.07%
Local Government Studies	31	262	10.58%
Public Management Review	61	232	20.82%
International Journal of Public Administration	26	267	8.87%
International Public Management Journal	27	266	9.22%
Public Money and Management	27	266	9.22%
Policy Studies Journal	8	285	2.73%
Public Administration and Development	9	284	3.07%
Administration and Society	18	275	6.14%
Regulation and Governance	8	285	2.73%
International Review of Administrative Sciences	49	244	16.72%
NISPAcee Journal of Public Administration and Policy	15	278	5.12%
Policy and Politics	15	278	5.12%
Journal of Comparative Policy Analysis	15	278	5.12%
Public Personnel Administration	7	286	2.39%

How does Public Administration relate to other disciplines?

Public administration is often seen as an interdisciplinary discipline that borrows from a number of other disciplines such as law, political science and management. The disciplinary affiliation of the field tends to be different across countries. While in some countries public administration has strong links to administrative law, in others public administration research is in the realm of political scientists or management scholars. One survey question asked where respondents locate public administration within wider academic disciplines. More specifically, they were asked the following question: *'How important are the following disciplines to your research: Law, Politics/ Political Science, Sociology, Business/ management, Economics, Other'*. Answers were recorded using a scale ranging from 1 being not at all important to 7 being extremely important.

The graph below shows the average ranking with the standard error of how important a discipline is.

Figure 8: Importance of disciplines of Public Administration (N=266-273).



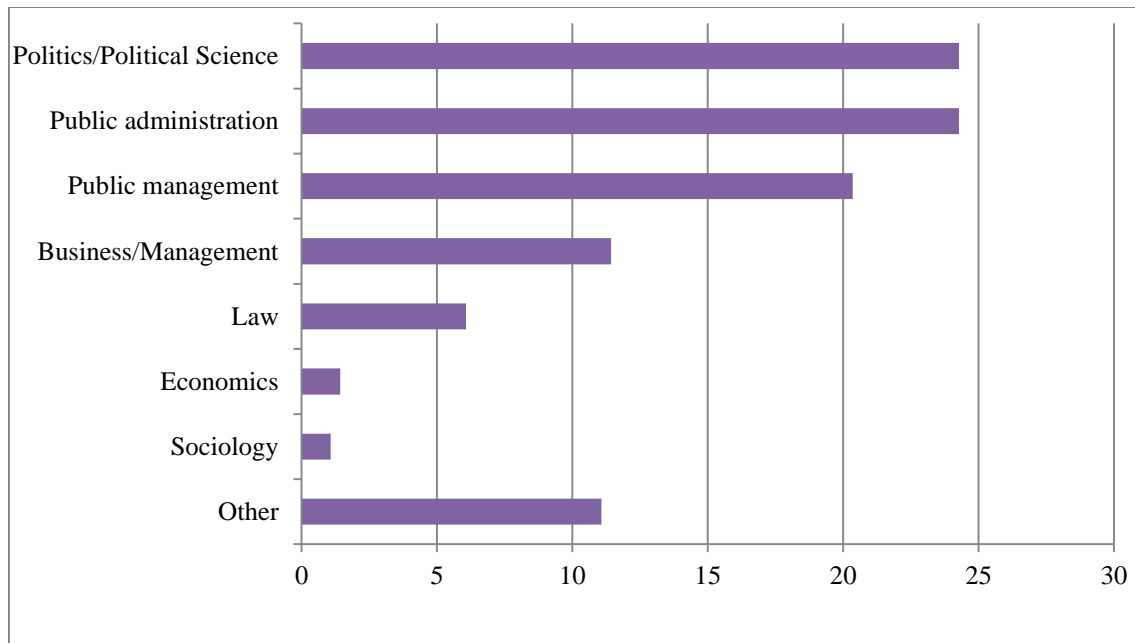
Political science is seen as the most important affiliated discipline, followed by sociology and business/management. 66 respondents used the 'Other' category, and were asked to specify this. Psychology was mentioned most often, followed by accounting, organisation studies and philosophy.

Departmental affiliation

In addition to the more general question on disciplinary connections, respondents were also asked to indicate the main focus of the department in which they work. The closed question included choices between public administration, public management, law, politics/political science, sociology, business/management and economics, along with an 'other' category. Figure

9 shows the percentage of respondents who selected a discipline (as a percentage of total responses).

Figure 9: Respondents' departmental affiliation (n=280).

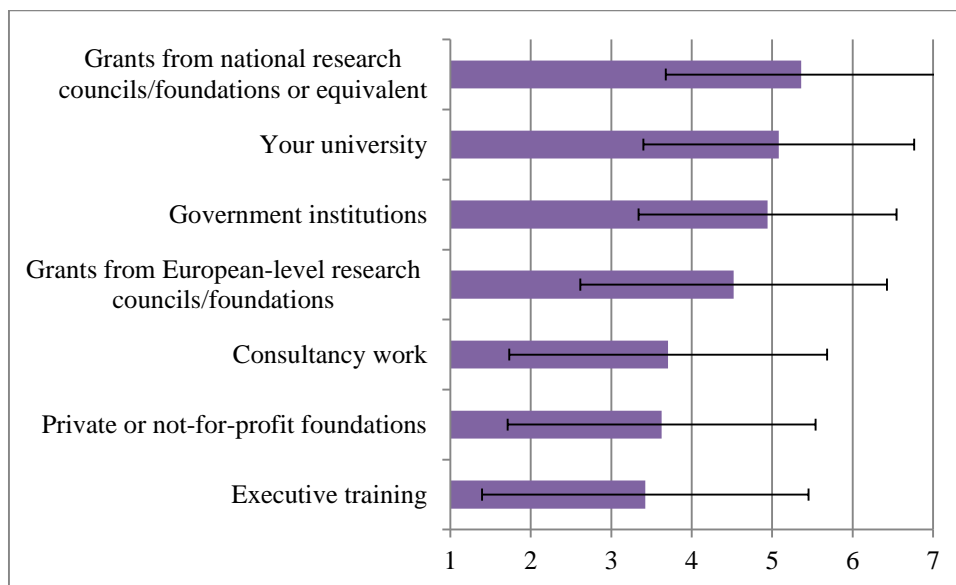


In most cases, the respondents who chose the 'other' category identified a combination of several disciplines, like political economy or a combination of public administration, political science and organisation theory. Public policy was also mentioned frequently.

Funding for Public Administration Research

Another question sought to find out how important certain sources of funding are in the work of public administration scholars. Seven sources of funding were distinguished. The graph below shows the average and the standard error of how important a source of funding is for the respondents' research. The ranking was from 1 to 7, with 1 being not at all important and 7 being extremely important.

Figure 10: Importance of funding sources (N between 264 and 270).

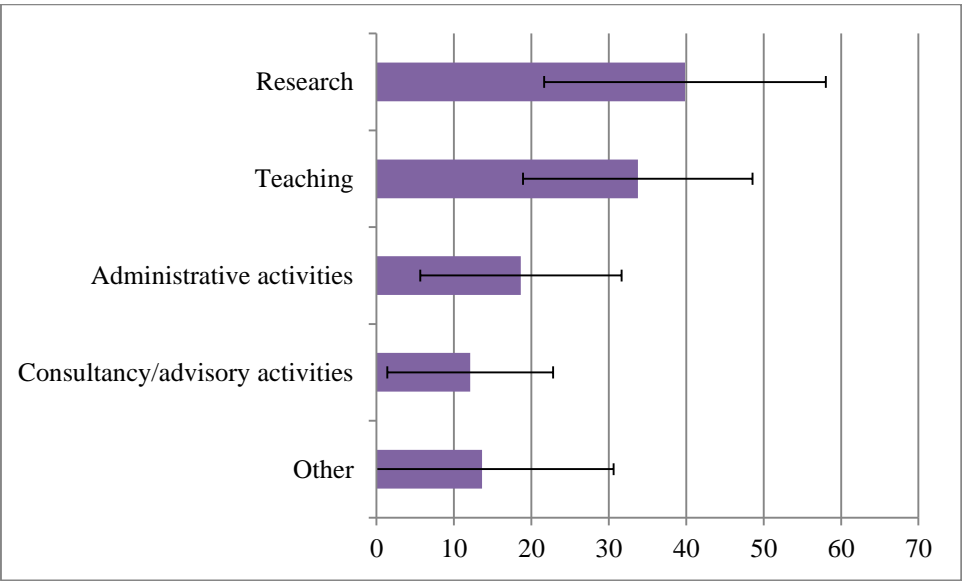


Findings show that traditional sources of funding such as national research councils and universities remain the most important ones. Grants from government institutions and European-level research councils and foundations were also seen as more important than not. Funding from consultancy, private or not-for-profit foundations and executive training were seen as less important.

Time use of Public Administration scholars

In order to find out how scholars divide their time between research, education and other tasks, we asked them to indicate the proportion of their time spent on a number of tasks. More specifically, we asked: *'In percentages, how much of your time in your current academic position is spent on the following tasks: research, teaching, administrative activities, consultancy/ advisory activities, other'* In the graph below the average time respondents spend on a task is shown.

Figure 11: Time use (%) (N is between 197 and 280).

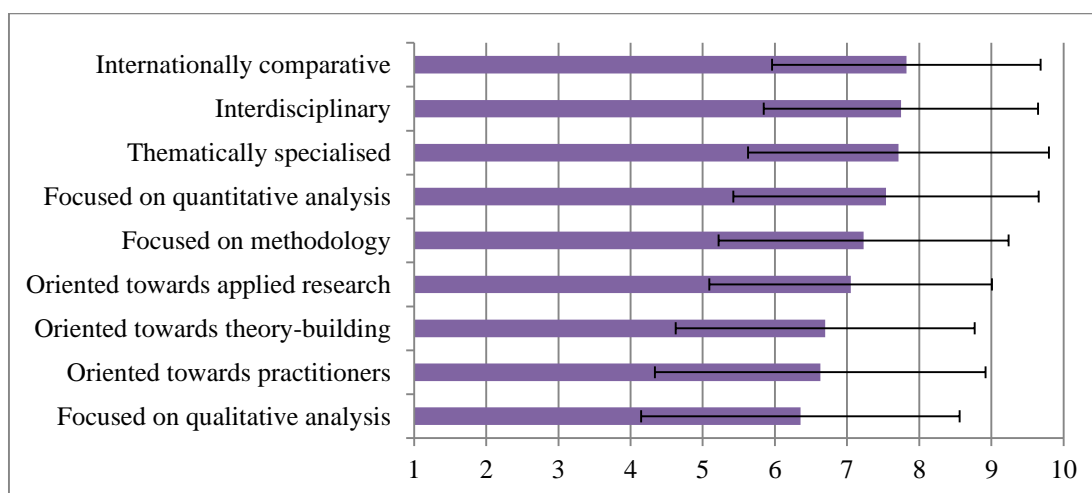


As these numbers average the percentages of all respondents, they do not add up to 100%. On average, respondents spend more than 13% of their time on tasks other than the ones listed above. The other tasks include coordination, management and editorial work.

Changes in the discipline

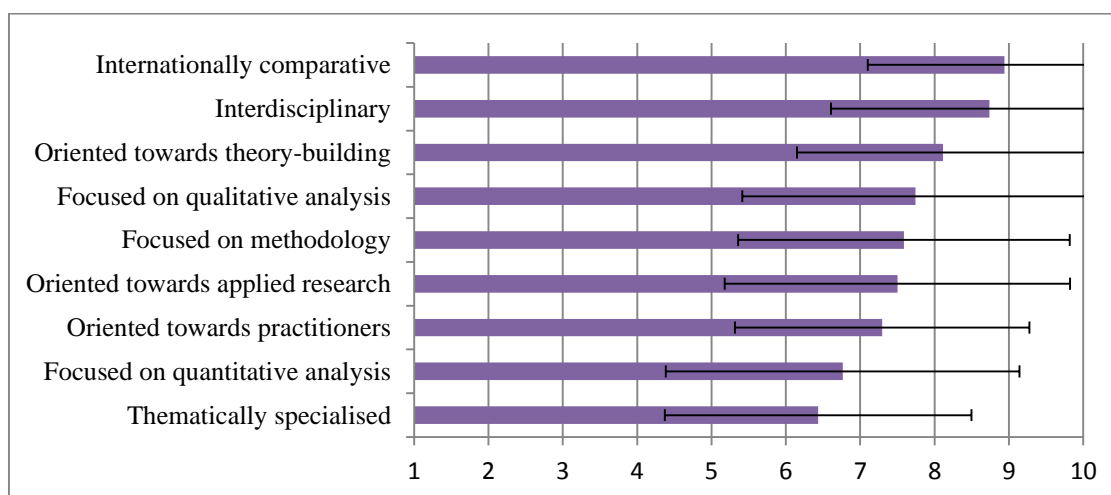
A final set of questions concerned the direction in which the discipline is moving. They distinguish between the perceptions of directions in which the discipline *is* moving, and the direction in which it *should be* moving. Answers were recorded using a 1-10 scale with 1 being less and 10 being more. The graphs below show the mean value of the ranking per subject and the standard error.

Figure 12: Public Administration is becoming.... (N=280).



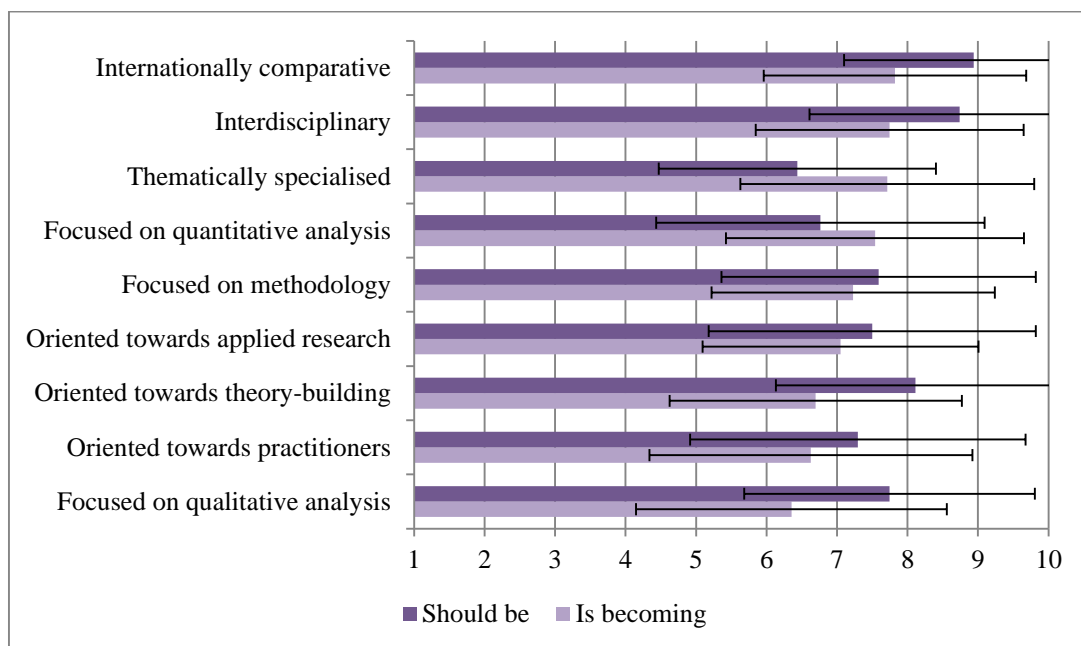
Findings on the first question show that the discipline is seen to be becoming more internationally comparative, interdisciplinary, thematically specialised and quantitative. Subsequently, respondents indicated where they think the discipline *should* be heading.

Figure 13: Public Administration should become less (1) – more (11) ... (N=280).



On almost all dimensions, scholars felt that there was room for improvement, with higher scores on what should be as compared to what exists in reality. Scholars think the discipline should become more comparative and interdisciplinary, but they are less convinced it should become more thematically specialised or quantitative. There also appears to be some reluctance towards the discipline becoming more oriented towards practitioners. The figure below compares answers to both questions. Some interesting findings emerge. Scholars find that the discipline is becoming more thematically specialised and focused on quantitative analysis, but think this should be less the case. In the opposite direction, there is considerable discrepancy between the scores for the discipline's focus on theory building, which according to scholars should become much stronger. The same goes for a focus on qualitative analysis and internationally comparative research.

Figure 14: Comparison of Public Administration ‘is becoming’ and ‘should be’ (N=280).



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Hammerschmid, G., Oprisor, A. & Štimac, V. (2013). COCOPS Executive Survey on Public Sector Reform in Europe. Available at <http://www.cocops.eu/wp-content/uploads/2013/10/COCOPS-WP3-Research-Report.pdf>.

McLean, I. et al. (2009). 'Comparative Journal Ratings: A Survey Report.' *Political Studies Review*, 7(1), 18-38.

Appendix 1: Survey Questionnaire



Public administration as a discipline and in practice has come a long way in a short period of time, and new avenues of research and understanding are continuously opening. As part of the FP7 COCOPS research project on the future of public administration, we want to better understand the future directions of the discipline and the practice around Europe. As part of this, we are conducting a survey of leading public administration scholars in Europe.

The purpose of the survey is to solicit your opinions about trends in the discipline and public sector, as well as trends in key public administration journals. By completing this survey, you will add to a deeper understanding of the future of public administration as a discipline and in practice. This will be useful in further developing the discipline around Europe and identifying best practices in journals and universities. The survey should take approximate 15-20 minutes to fill out.

This survey is organised in collaboration with EGPA – the European Group of Public Administration and NISPAcee - the Network of Institutes and Schools of Public Administration in Central and Eastern Europe.

The survey is anonymous, but in appreciation of your participation in the survey, if you provide your e-mail address at the end of the survey, you will be entered into a draw to win one of ten €50 Amazon gift certificates.

Surveys can be returned to

Dion Curry

Department of Public Administration

Room M7-15

Erasmus University Rotterdam

PO Box 1738, 3000 DR

Rotterdam, Netherlands

For more information, please refer to the [FAQ page](#), contact Prof. Steven Van de Walle (vandewalle@fsw.eur.nl) or Dr. Dion Curry (curry@fsw.eur.nl). Thank you for your time.

1. Are you associated with an institute of higher education?

☐ Yes

☐ No

2. Which rank or job title comes closest to the position you currently hold?

1 ☐ Full Professor

6 ☐ Reader

2 ☐ Associate Professor/Senior Lecturer

7 ☐ Assistant Professor/Lecturer

3 ☐ Post-Doctoral Researcher

8 ☐ PhD Student

4 ☐ Junior Researcher

9 ☐ Senior Researcher

5 ☐ Other

3. Do you have a PhD, doctorate, or equivalent?

☐ Yes

☐ No

4. In what country are you currently working?

--

We would now like to ask you some questions about public administration journals.

5. Assume that you have just completed what you would consider to be a very strong paper on a topic in your area of expertise. Indicate the top five journals where you would consider submitting such a manuscript, in order of preference.

1.
2.
3.
4.
5.

--

6. Which journals do you read regularly or otherwise rely on for the best research in your area of expertise? (List up to five journals, in order from most often read to least often read).

1.
2.
3.
4.
5.

7. The following list includes some of the journals in which public administration scholars publish. Please assess each journal in terms of the general quality of the articles it publishes. *If you are not familiar with a journal please do not attempt to rate it.* You may indicate that you are not familiar with a given journal by not giving it a rating or by checking the box in the 'Not familiar with Journal' column. We are only concerned with your assessment of journals with which you are familiar. Spaces are provided at the end of the list for the addition of any journals that we have omitted that you feel should be rated. Also, please indicate if you have ever published in a journal by checking the appropriate slot.

Journal Title	I am not familiar with this journal	Ratings										I have published in this journal
		Poor			Adequate				Outstanding			
		1	2	3	4	5	6	7	8	9	10	
Journal of Public Administration Research and Theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Policy Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Journal Title	I am not familiar with this journal	Ratings										I have published in this journal	
		Poor			Adequate				Outstanding				
		1	2	3	4	5	6	7	8	9	10		
Governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Journal of European Public Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Public Administration Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Journal of Policy Analysis and Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
American Review of Public Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Local Government Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Public Management Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
International Journal of Public Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
International Public Management Journal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Public Money and Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Policy Studies Journal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Public Administration and Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Administration and Society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Regulation & Governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
International Review of Administrative Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NISPAcee Journal of Public Administration and Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Journal Title	I am not familiar with this journal	Ratings										I have published in this journal
		Poor			Adequate				Outstanding			
		1	2	3	4	5	6	7	8	9	10	
Policy and Politics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Journal of Comparative Policy Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review of Public Personnel Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please Specify)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please Specify)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please Specify)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. When you think about public administration as an academic discipline, which themes are gaining importance in your opinion?

9. When you think about public administration as an academic discipline, which themes are losing importance in your opinion?

10. Which general conferences of the following organisations have you attended in the last 3 years (tick all that apply)

- 1 ☐ EGPA (European Group for Public Administration)
- 2 ☐ PMRA (Public Management Research Association)
- 3 ☐ IRSPM (International Research Society for Public Management)
- 4 ☐ ASPA (American Society for Public Administration)
- 5 ☐ NISPAcee (Network of Institutions and Schools of Public Administration in Central and Eastern Europe)
- 6 ☐ ECPR (European Consortium for Political Research)
- 7 ☐ IPSA (International Political Science Association)
- 8 ☐ EGOS (European Group for Organizational Studies)
- 9 ☐ Other (Please specify)

11. How important are the following disciplines to your research:

Discipline	Not at all important	Low importance	Slightly important	Neutral	Moderately Important	Very important	Extremely important
Law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politics/ Political Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sociology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business/ management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. How important are the following sources in funding your research:

Funding Source	Not at all important	Low importance	Slightly important	Neutral	Moderately Important	Very important	Extremely important
Grants from National Research Councils/ foundations or equivalent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grants from European-level research councils/ foundations (e.g. FP7, European Research Council, European Science Foundation, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Government institutions (at the local, regional, national or international level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private or not-for-profit foundations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consultancy work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Executive training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. In percentages, how much of your time in your current academic position is spent on the following tasks. The total should equal 100%.

Activity	Percentage of Time Spent on Activity
1. Research	/100%
2. Teaching	/100%
3. Administrative Activities	/100%
4. Consultancy/Advisory Activities	/100%
5. Other (Please Specify)	/100%

14. Is the department you are working in mainly focused on:

1 ☐ Public administration

5 ☐ Sociology

2 ☐ Public management

6 ☐ Business/management

3 ☐ Law

7 ☐ Economics

4 ☐ Politics/Political science

8 ☐ Other (Please specify)

15. Do you have another job apart from academia? If so, is it in (please check all that apply):

1 ☐ Does not Apply

3 ☐ Politics

2 ☐ Public sector

4 ☐ Consultancy

5 ☐ Other (Please specify)

16. Please list up to five keywords that summarise your main area(s) of research.

17. In general, would you say that public administration as a discipline:

	IS BECOMING LESS/MORE										
	Less			Neither More nor Less					More		
	0	1	2	3	4	5	6	7	8	9	10
Interdisciplinary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oriented towards practitioners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oriented towards theory-building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oriented towards applied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

research											
Focused on methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focused on quantitative analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focused on qualitative analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thematically specialised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internationally comparative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	SHOULD BE LESS/MORE										
	Less			Neither More nor Less					More		
	0	1	2	3	4	5	6	7	8	9	10
Interdisciplinary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oriented towards practitioners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oriented towards theory-building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oriented towards applied research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focused on methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focused on quantitative analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focused on qualitative analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thematically specialised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internationally comparative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We will now ask you a number of questions about public sector reforms in your country.

18. Compared with five years ago, how would you say things have developed when it comes to the way public administration runs in your country?

Worse											Better
1	2	3	4	5	6	7	8	9	10		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

19. Please indicate your views on public sector reform using the scales below. Public sector reforms in my country area tend to be

	1	2	3	4	5	6	7	8	9	10	
Top down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bottom up
Consistent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inconsistent
Comprehensive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partial
Driven by politicians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Driven by public officials/administration
Crisis and incident driven	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Planned
Substantive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Symbolic
Contested by unions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Supported by unions
About cost-cutting & savings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	About service improvement
No public involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High public involvement
Unsuccessful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Successful
Too much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not enough

20. Thinking about your country over the last five years how would you rate the way public administration has performed on the following dimensions

	Deteriorated significantly					Improved significantly	
	1	2	3	4	5	6	7
Cost and efficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Innovation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Policy effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Policy coherence and coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External transparency and openness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Citizen participation and involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internal bureaucracy reduction / cutting red tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical behaviour among public officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equal access to services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fair treatment of citizens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff motivation and attitudes towards work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attractiveness of the public sector as an employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. What is your nationality?

22. What is your gender?

☐ Female

☐ Male

23. What is your year of birth?

24. If applicable, in what year did you get your (first) PhD?

25. In what field did you receive your highest degree?

1 ☐ Public administration

5 ☐ Sociology

2 ☐ Public management

6 ☐ Business/management

3 ☐ Law

7 ☐ Economics

4 ☐ Politics/Political science

8 ☐ Other (Please specify)

26. In what country did you receive your highest degree?

27. Please name the 5 academics in Europe you most actively collaborate with in your research (and if possible include the name of their institutions).

As part of this survey, we would like to analyse the overall network of European institutes of higher learning to study how relations develop between institutions and how this corresponds to views on the discipline. All data collected will be anonymised.

Name	Institution

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We will be conducting some follow-up research on related topics as part of this project. Would you be willing to take part in such future research?

☐ **Yes**

☐ **No**

Thank you for participating in this survey. Please enter your e-mail address to be entered into a draw for one of 10 Amazon gift vouchers worth €50 each. This information will be treated separately from your answers, and will be deleted afterwards

☐ **Please check here if you would also like to receive information about the results of the survey.**

E-Mail Address:

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Appendix 2: Frequently Asked Questions

1. Why was I asked to take part in this survey?

Everybody from a European country who has presented at a major public administration conference in the past 3 years was asked to participate in this survey.

2. How did you get my address?

The address list was compiled from major conference attendance lists for the past three years, with the help of the Network of Institutes and Schools of Public Administration in Central and Eastern Europe, the European Group for Public Administration and the Public Management Research Association.

3. Can I receive a copy of the survey report?

At the end of the survey, there is a box you can check if you would like to receive further correspondence about the survey. Alternatively, survey results will be posted on the COCOPS website in late 2013 (<http://www.cocops.eu>).

4. What is the purpose of the survey?

The survey is part of a large-scale EU Framework 7 project looking at the future of the public sector, and part of that project is interested in examining the state of play in the discipline and in practice, and the future directions that may be taken in public administration. More information can be found at <http://www.cocops.eu>.

5. Are my responses anonymous?

Yes. All identifying details will be stripped from the surveys.

6. Why was JOURNAL X not included in the list of journals?

In choosing the journals to include, care was taken to be comprehensive without overwhelming respondents with too many journals to rate. Journals were included based on impact scores, number of European publications and professional judgment, but inevitably some journals that are key in certain sub-disciplines or to certain researchers may be left out. For that reason, open-ended boxes were included at the end to add in other journals you may feel are key. If they are added by a significant number of respondents, they will be included in the final results.

7. Who can I contact if I have any further questions about the survey?

You can contact either Prof. Steven Van de Walle (vandewalle@fsw.eur.nl) or Dr. Dion Curry (curry@fsw.eur.nl) with any questions about the survey or the project.